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ABSTRACT

The "Purplebook" is an essential part of the "Greenbook System"--an integrated sequence of five programs (Alpha, Beta, Gamma, Delta, and Epsilon) for professional development of college educators. The Alpha program is designed for college seniors or graduate students preparing for careers in higher education. Purplebook Alpha provides guidelines for the construction of an individualized "Greenbook" containing critical data and procedural information for the student's intended professional position. Alpha guides student career choice by encouraging students to describe an ideal institution and position; to study examples of similar situations; to determine an entry position likely to lead to an approximation of their ideals; to analyze components of the model entry position; to systematically master each component, documenting the mastery obtained until all or almost all requisite skills are mastered; and to pursue a strategy of job-hunting likely to lead to employment. Appendices include descriptions of various styles of programs at institutions of higher education, examples of operating and behavioral objectives, examples of general descriptions and tasks for various jobs (community college president, counselor, program manager, ombudsman, faculty member), and examples of job types categorized by functions. (DC)

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Purplebook Alpha for Pre-Professional Trainees in Higher Education
Henry M. Reitan and Walter A. Coole

OBJECTIVES

In this program, the student, a college senior or graduate student prepares for entry into higher education as a career by...

1. Describing an ideal institution and position
2. Studying examples of similar situations .
3. Determining an "entry position" likely to lead to an approximation of his ideal
4. Analyzing components of the model entry position
5. Systematically mastering each component, documenting the mastery attained until all or almost all requisite skills are mastered and information learned
6. Pursuing a strategy of job-hunting likely to yield employment

These objectives are accomplished by procedures detailed in *Purplebook Alpha*, using *Greenbag* worksheet materials (see ERIC publication). The result is a large notebook which reflects work done in an orderly manner.

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NOTE. On page vi, the trainee is advised to consult the *Greenbook Abstract and Catalog*. This is now published occasionally through ERIC.

We'd welcome suggestions and questions...

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JC 750 237

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PURPLEBOOK ALPHA

FOR PRE-PROFESSIONAL TRAINEES IN HIGHER EDUCATION

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TO THE TRAINEE

If you are accustomed to "independent learning system" methods, you'll recognize this Greenbook Program as another of those things—this time, adapted to your present purposes of analyzing and upgrading professional skills.

If "independent learning system" methods are unfamiliar, you might feel a little constrained at first. Once you are accustomed to the method, we hope you will prefer our approach to the traditional way of doing things.

During the first few pages of the Purplebook, you will be led rather closely—but as the situation unfolds, you'll find the system flexing more and more to your desires and tastes. So, please bear with us—we're on your side!

For most of your educational career up until now, you've been pretty thoroughly conditioned about using ink or typing your work. In the Greenbook Program, you should now reverse that conditioning and substitute the following habit:

ALWAYS USE A #2 LEAD PENCIL WHEN WRITING IN YOUR GREENBOOK!

You will find occasions when it is necessary to go back and modify work already done.

The Greenbook System has other programs that are similar in structure. Some of the work done in this first cycle of Greenbook activity will be converted to use in the next go-around.

A word about our nomenclature . . . (for the curious) . . .

Ludwig Wittengenstein's philosophical doctrines are contained—in part—in two small volumes entitled the *Blue Book* and the *Brown Book*. While our style and philosophic preferences diverge from the Wittengenstein tradition, we thought we'd like to write a Greenbook. But as we got into the job, it became apparent that you, our student, will be writing your own Greenbook. So, we had to settle for being co-authors of a *Purplebook*. (Or two; or three; or so . . .)

* * * * * *

In composing your Greenbook, you will draw heavily on your unique talents, aspirations, and experience. In part, you'll be provided with fragments that we have assembled—if they happen to pertain to what you're after.

But more important, we'll be leading you toward constructing your own learning experiences, toward the future you want—which can't be anticipated from our desks. In doing this, we've provided what seems like a good outline of strategy—based on good learning theory and workable principles of career development.

In order to avoid forcing things on you by setting up a ready-made Greenbook, we've assembled materials you may be able to use and have transmitted them to you in another container: the *Greenbag*.

The Greenbag accompanying this trainee's manual contains an assembly of worksheets and other materials to be used in the work of the program. At this point, you may assume that the whole project will range in time-requirements from 200 to 400 hours' work—thus, a completion of the Greenbook Gamma Program contemplates more than one traditional "course." (Some applications of the System involve even more scope and time.)

While you should aim for completion of a Greenbook Program over a long period, we have built the System so that the completion of any part of the sequence will have value at about the same proportion as the time invested.

Your Greenbag will contain a few sheets which may not be useful to you—the same package is used for slightly different purposes in other four programs of the Greenbook System. Save the pieces—they may be useful elsewhere. If you run short of some of the worksheets, you may develop your own models or duplicate what we have provided in the Greenbag.

In the pursuit of your goals through the Greenbook Alpha Program, you will be referred to the *Greenbook Abstract and Catalog*. This is a quarterly newsletter which describes the current state of the Greenbook System and lists low-cost optional materials developed both by the authors and by trainees and teachers using the System. If the *Greenbook Abstract and Catalog* is not otherwise available to you, and you wish to use it, you may subscribe to it.

We'd appreciate your suggestions, criticism, comments and contributions to a continuously improving system of professional training.

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JOB I
Long-range Planning

We'll bet a nickle that you did at least half your career planning with your head in the clouds. You probably picked your whole life's work with no more than a passing glance at what's really practical.

If so, you did the job right. Re-read the preceding paragraph and mull that over. Then begin reading below the stars.

* * * *

PRELIMINARY TASKS

a. Get a 2" 3-ring binder—any color will do, but if you're playing the game with a sense of humor, a green notebook would be appropriate.

b. Extract the dividers provided in your Greenbag. Put them in your notebook. The object you have constructed shall hereinafter be called a Greenbook, no matter what color it is.

* * * * * *

By dreaming about a desired way of life, you tapped your subconscious mind—where the motivation comes from.

In this Job, you will capture a few of the parts of the dreams you have for the future and use them as a means of establishing a direction for your career.

If you're married or engaged, we'd strongly recommend that you share this Job with the person involved. Your direction will be profoundly related to his or hers.

The tangible outcome of doing this Job will be the recording of several key parts of your hopes for the next decade. We've provided a clerical method for doing this—because clerical techniques are traditional means of handling complex and fleeting thoughts.

TASK 1. In your Greenbag, you will find a worksheet entitled "10-year Plan of_____." Put it in front of you.

Write your name in the appropriate blank.*

TASK 2. Scan the 10-year Plan worksheet, just to get an idea of what information it calls for.**

DISCUSSION

Most of the junk in the Greenbag will be used in filling up your *Greenbook*. The obvious place to put this form will be in the first division of your Greenbook; but maybe this one sheet should remain at home or in your Greenbag. Its content, many people might feel, is rather personal.

* * * * * *

*Not every task in the Greenbook Program is this simple.
**Nor this simple.

Now, let's think about what you'd *like* to be doing professionally about 10 years from now. If a decade is awkward, pick a point in time between 8 and 12 years from now—that will do nicely.

If you're considering a position in higher education, there should be some label that can be pinned onto it. For example . . .

President of a community college
Registrar of a major university
Teacher in a conservatory of music
Research director in oceanography
Director of athletics
Instructor of philosophy
Counselor

TASK 3. Write a position title that most appropriately describes what you'd like to call your institutional role.

In the next task, we'll develop a narrative description of that position—in terms of what things you'd like to accomplish, personally.

Let's take an example, describing the aspirations of the junior author, Walt Coole . . .

Specializes in popularizing philosophic ideas, especially Pragmatism. Performs acts of heresy in an attempt to turn the educational system upside down—thus, to right it.

And the senior author, Hank Reitan . . .

Helps graduate students prepare for careers in higher education by equipping them with skills and information known to be required in their career plans. Seeks to influence higher education positively by conducting a program which turns out highly qualified individuals consistently.

And a student we know wants to . . .

Be an itinerant teacher of reading and learning skills, especially to the under-educated. Hence to help them achieve freedom, plenty, and dignity.

TASK 4. Write a brief narrative description of your ideal life's work in the appropriate space on the worksheet. Don't be bashful about your language.

TASK 5.

Operation 1. Find out what kind of annual salary, in terms of current dollars, you would earn in such a position.

Operation 2. Determine what kind of academic degree you should have in order to achieve this position.

Operation 3. Enter the results in the appropriate blanks.

From time to time, you'll be asked to review the work you've accomplished so far, beginning with your 10-year plan. It should be apparent to you that your aims may modify as you gain more insight from the implications of choices that have been made.

For instance, your salary goal might change as you anticipate personal responsibilities. And thus, you'll be doing some re-writing.

This is why we asked you to use pencil.

In the latter part of the 20th century, it appears that a POSITION—an institutional platform—is necessary in order to speak and be heard, to work and to accomplish.

True, some people have accomplished great things outside the formal institutions of our society, but by-and-large, such accomplishments have been made only by dramatic personal sacrifices.

The alternative to standing alone in a swirling, dynamic society: selecting an institution that is devoted to much the same goals—and availing yourself of its facilities to increase the effectiveness of your efforts.

> TASK 6. You are now to specify four characteristics of the kind of institutions you'd like to work in. Refer to your 10-year goal sheet in the middle of the page: "Institutions."
>
> *Operation 1.* For affiliation, size, and type of school, use the numerals 1, 2, 3, 4 to indicate the rank of your preference ("1" means most desired).
>
> *Operation 2.* The final operation for this Task bears some explanation. Turn to Appendix I for a discussion of program-style. Then, mark your choice.

Your next task is to describe the kind of community in which you will live and work. It is critical to consider this topic jointly with a spouse or fiance.

Some institutions of higher education interact closely with the community they are in: notably, public 2-year community colleges. Their technical programs, for instance, are designed to provide occupational training for the local job market.

Other institutions have, as a legitimate operating objective, the exclusion of local community influence; e.g., monastery schools.

Most schools, however, operate between these two extremes.

But the community in which you live certainly will affect your personal and family life profoundly.

> TASK 7. We'd like for you to indicate an example of the kind of community you'd like to be in at the end of your 10-year plan. If the town is within convenient traveling distance and has a school of the kind you have in mind, so much the better!
>
> But at any rate, name a specific town you have been in and describe its population, climate, economic base and its predominant life-style. Use a 1-2-3-4 ranking.
>
> In case you're puzzled about the nomenclature "highbrow" etc., see Lynes, Russell: "Highbrow, Middlebrow, Lowbrow," in *Harper's Magazine*, Volume 198, February, 1949.

Task 8 will be to develop a strategy for approaching your 10-year goal deliberately. For Greenbook Program purposes, you must have, under "Attainments":

Completion of academic degree requirements
Entry position: your of proficiency in entry position
Attainment of a high degree of proficiency in entry position

You may also find it useful to list under "Attainments":

Completion of internship
Thesis or dissertation
Admission to candidacy for doctorate
Teaching assistantship or scholarship

And, in general, you should have at least one entry for each of the next ten years.

Under "Events," you should list personal plans that could influence your professional career strongly, e.g.:

Marriage
Purchase of home or automobile

Military or volunteer service
Planned birth of a child
Major physical therapy or surgery
Extended vacation or travel

TASK 8. Complete a schedule of strategy; if appropriate, check with spouse or fiance.

From time to time, you should review this 10-year plan, revise it where necessary, and, if the revision is drastic, modify your Greenbook Program accordingly.

Many graduate students will find that the between-terms period is a good time to do this; but vacations are also times when competing activities demand attention.

TASK 9. Develop a pattern of periodic reviewing you think you can live with. Also, invent a means of reminding yourself to do it.

TASK 10. Rehearse one review of your 10-year plan. Time yourself to see how long the process takes.

JOB II
Models & Strategies

In Job I, we led you to specify your career aims more clearly by writing them down. We are now going to lead you into seeing more clearly what your choices will entail in terms of the institution and community of your choice.

Job III will be a study of the work you will be doing.

Jobs II and III are designed so that they can be done concurrently—and perhaps save you some time.

As in the case of Job I, there will be a tangible result: a single sheet, containing a study of a model institution and its environment.

Please extract from your Greenbag, the sheet labeled "Institution Study." You will note that there is an identification number in the upper right-hand corner of the front side. "0.2.1."

Because your Greenbook is a loose-leaf binder containing stuff you select, we shall use conventional page-numbering only for packages of information. By using an identification number for major placement within the Greenbook, you will be able to control most of the ordering of your Greenbook.

Here's the convention of identification numbers:

The first digit will indicate the division of the binder in which the sheet or pamphlet goes; the remaining digits will indicate the order within the division—more will be said about that later.

> TASK 1. On the "Institution Study" sheet, write your name in as observer. Scan the sheet on both sides to get an idea of what you will be looking for. Store it in your Greenbook in Division 0.

Academic professionals are highbrow migrant workers. When they go from one job to another, the transition is frequently less planned than the movements of agricultural migrant workers who are skilled in such job-changes.

Once in a while, decisions have to be made to accept or reject an offer without actually visiting the school or community in which the position is offered. Sometimes the position is a significant professional advancement, too good to let wait. At other times, hasty decisions can lead to subsequent unhappiness.

While the dilemma of deliberate speed vs. undue haste cannot be broken, we hope that Tasks 2 through 5 will help you cope with the problem a little more skillfully.

With the aid of a teacher, pick a model school and a model community within convenient traveling distance. These models should be as much like the institution and community described in Job I as possible. The important thing here is accessability, given your current situation.

It would be better if the school is in or near the community, but it isn't absolutely essential.

> TASK 2. Without leaving your own campus, complete as much of the institutional study as you can. It is helpful to use the institution's catalog if you can.
>
> For a discussion of operating objectives and apparent behavioral objectives, see Appendix II.

TASK 3. Obtain a map of the model community and community description of the Chamber-of-Commerce type.

Complete as much of the Community Study as you can without visiting the community.

TASK 4. Visit the Model Institution and complete (or revise) your study. A teacher on your own campus may be able to pave the way to a contact at the model institution.

TASK 5. Visit the model community and complete your study of it. Drive around, talk to people. (Take your spouse or fiance.)

You may wish to create files of information, pamphlets, catalogs, on the institution and community.

TASK 6. Review your 10-year goal study.

JOB III
The Entry Position

Refer to your 10-year goal study—the reverse side. Consider your stragegy for approaching that goal.

What's your POSITION now? You're somewhere in your educational program, getting ready for a professional position in higher education.

At this stage of the game, you probably have some kind of JOB. You may be working part-time as a teaching assistant; or you may be earning some income off-campus. For this JOB, you are responsible to an instructor or boss.

Parallel to your JOB, you are probably conducting some other activities. You may have a family for which you have responsibilities. In other areas, you may be serving such FUNCTIONS as: scout leader, sunday-school teacher, student-government advisor, hobbyist. Each of these involves describable social relationships.

Within each JOB or FUNCTION, there are some TASKS that are performed frequently by most people performing the JOB or FUNCTION. Practically all teachers test students; whether they're graduate-school professors or Sunday-school teachers. *Testing* is a TASK of the teaching FUNCTION.

True, the methods are different and the degree of task-skill required differs from one JOB to another.

But they all test their students in some way.

* * * * * *

And then, the TASKS of life are composed of OPERATIONS—many OPERATIONS transfer readily from one TASK to another. For instance, the OPERATION of adding whole numbers is used by accountants, scientists, and housewives—and each uses this operation in a number of different ways, according to the TASK at hand.

* * * * * *

If you're accustomed to "system" instruction, you"ll have noticed that the Greenbook Program has had done with the jargon of pedagogy—and replaced it with other lexiography.

We're using the jargon of personnel management, instead.

Instead of "unit" we're saying "job." Instead of "assignment" or "lesson" we're saying "task." We'll deal with "operations" more extensively later.

Our immediate concern in this Purplebook will be to assist you in preparing for a particular position:

THE FIRST FULL-TIME POSITION IN HIGHER EDUCATION BETWEEN NOW AND THE GOAL OF YOUR 10-YEAR PLAN

We will call this your "target position."

In preparing for your target position, you should accomplish the following things:

- get a clear and fully-analyzed conception of that target position
- gain recorded competence in those tasks and operations which compose that target position
- accumulate procedural and factual lore toward the day when you'll be in a position to use it.

After you've attained an actual position in the field of higher education, you'll probably find that the actual entry position you have won't be exactly the same as the target position you have prepared for. Subsequent Purplebooks will show you how to account for the differences and achieve competence in the actual entry position.

But for right now, we'll concentrate on your target position.

The output of Job II will be a position-study: the sheet identification is 0.3.1 and you should find it next in your Greenbag. Write your name in the space provided and store it in Division 0 of your Greenbook.

TASK 1. Complete everything on the target position study (form 0.3.1) down to, but not including the Job List. Use any relevant, reliable information you can get:

advice from a teacher
the placement service of your school
USDL career information in the library
ANYTHING!

Include in this task, one or more job descriptions typical of the kind of position you're contemplating. Prospective employers frequently publish them when they're recruiting faculty members.

One of the marks of a fully emancipated and autonomous person is that he is able to preserve his essential and unique personality amidst the changing roles and functions that life demands of him.

In order to accomplish this characteristic, you should be aware that a professional in higher education is expected to perform a variety of duties of differing significance. Some of these duties will attach strongly to your position; your contract might spell these out uniquely for you.

Other duties are less important, and are not customarily mentioned in the legal language of employment contracts—but they are "expected," nevertheless.

In many cases, a professional staff member has considerable lattitude in determining which of a number of alternatives to choose, and may do so in terms of his own tastes and abilities. In other cases, it is simply a matter of *ipse dixit* from the boss!!

We shall use the words JOB, DUTY, AND FUNCTION as meaning roughly the same thing. All three are used to designate the identifiable components of a professional POSITION. We will favor the word JOB in order to remain consistent with our resolution to use the language of personnel managers.

As the Purplebook's organization suggests, JOBS are analyzable into TASKS and, in some cases, further analyzable into OPERATIONS. We'll worry about the finer discriminations later.

As a preliminary to formulating a list of JOBS for which you are to prepare yourself, it will be quite useful for you to get clearly in mind the kind of duties you may be called upon to perform as a professional.

We will call the KINDS of JOBS: "FUNCTIONAL CATEGORIES."

We believe that we have all of the categories neatly enumerated in the following list:

1. Institutional service and management
2. Program Operation
3. Instruction
4. Counseling
5. Policy
6. Disciplinary practice
7. Public service

8. Professional Organizations
9. Non-contract activities

The latter two are not, strictly speaking, required activities, but they are so much a part of professional life that they bear accounting for and preparing toward.

Before we begin working up a JOB list for your target POSITION, we will provide you with a memory-task that will be invaluable as a means of suggesting possibilities. By doing the memorization work first, you will be able to accomplish through routine, what untrained thinking takes years to do . . .

TASK 2. Read Appendix V. Remember where the examples are located.

TASK 3.

Operation 1. From among the functional categories (1-7) select the job-component that most likely to occupy the most important part of your time. (Hint: this is likely to be the same thing as your position title.) Enter this item on the first line of your target position job list. If you're expecting a "split assignment," indicate this by entering two jobs.

Enter the number corresponding to the appropriate functional category for the job.

Leave the remaining columns blank for the time being.

Operation 2. From the remaining functional categories (1-7) select or invent *one* job likely to be assigned to you during your first year of full-time employment in higher education: that is, one job for each of the functional categories. Since we aren't considering institutional needs in this cycle of the Purplebook, you should only consider your preference. (If you're already prepared for a job, perhaps they'll give it to you!)

List each minor job title and its functional category.

Operation 3. Estimate the amount of time you will devote to each job in terms of percentage and enter each estimation in the right-hand column. Your total should be 100%.

Operation 4. If you intend to join one of the professional educators' groups, you should expect to begin as a member.

Enter, for functional category 8, "Member of ——————," indicating the organization you expect to be dominant at your first school position. For percentage of importance, mark 3%, indicating your involvement will probably be 2 or 3 hours a month beyond regular duty time.

Operation 5. If you intend to work at something outside your contract commitments for additional pay, specify what that work will be in language like the job titles; express the rate of work you will devote to this as a percentage of your normal working time.

Operation 6. Complete the "responsibility to" column for each function.

Operation 7. Finally, assign a number to each of the jobs.

These numbers will be the section number for each section of a division in the Greenbook. If there's only one job in a functional category, the number should be "1." If there are more than one job in a category, we suggest that the most important be designated "1" and the others, in ranking order.

You have now completed Job III. Your target position study should be filed in Division 0 of your Greenbook.

JOB IV
Job Analysis

To work creatively within the limitations of institutional life, you must have a clear and distinct conception of your various jobs: the significance of what you're doing, as well as a thorough mastery of the skills involved.

The several tasks at hand will produce well-analyzed studies of the duties that are entailed in the position you seek. The tangible reflection of your investigations and thinking will be a Job Analysis of each of the duties you anticipate. Such work is, in itself advantageous as a job-seeking device, for few new-entries in the job market show evidence of thorough job-knowledge.

In your Greenbag, you will find several copies of a Job Analysis sheet. Extract *one* copy and inspect it.

TASK 1. You will learn, in the accomplishment of this task, how to complete portions of the front side of the form. Open your Greenbook to the target position study (0.3.1) and examine the job list.

Select the job with a functional category between 1 and 7 with the *least* importance. This is the job we shall analyze in this task; it should be the least complicated.

Operation 1. (a) For the identification in the upper right-hand corner of the Job Analysis, write the functional category in the first blank space; and the section number (# from the position study) in the second space. This will determine the order of storage in the Greenbook.

(b) Write your name in the space marked "analyst."

(c) Copy the title, "responsibility to," and "% importance" from the target position study to the Job Analysis.

Operation 2. Write a general description of the job, following models given in Appendix IV. Some educational job descriptions are given in abbreviated form in the United States Department of Labor's *Dictionary of Occupational Titles* (1965).

Operation 3. If you can think of a way that you might be evaluated *in terms of accomplishment,* express those standards in language of quantitative or qualitative observables in the appropriate space. You would estimate what these quantities and qualities are, on the basis of your visit to the model institution.

Operation 4. Describe the relationship of the job in terms of likely institutional objectives.

Operation 5. Examine your work carefully. Could a reader interpret it without explanation or reference to other documents? If so, you are ready to file your analysis sheet in the appropriate division of your Greenbook.

TASK 2. Complete a Job Analysis sheet for each of the remaining jobs on the Job List of your target position study.

Work, first, on jobs in functional categories 1 through 7 in *ascending* order of importance.

Then, work on Categories 8 and 9.

DISCUSSION

By now, a thoughtful reader may be a bit awed by the diversity of things that college educators are called upon to do.

Consider the following fragments from Descartes *Discourse on Method* . . .

> . . . I have never presumed to think my mind in any way more perfect than ordinary men's; indeed, I have often wished I had thoughts as quick, or an imagination as clear and distinct, or a memory as ample and as readily available as some other people . . .
>
> But I venture to say that I think I have been very lucky; for certain paths that I have happened to follow ever since my youth have led me to considerations and maxims out of which I have formed a method . . .
>
> I was brought up on letters from my childhood; and since it was urged on me that by means of them one could acquire clear and assured knowledge of all that is useful in life, I was extremely eager to learn them. But as soon as I had finished the whole course of studies at the end of which one is normally admitted among the ranks of the learned, I completely altered my opinion. For I found myself embarassed by so many doubts and errors . . .
>
> [I resolved] to direct my thoughts in an orderly way; beginning with the simplest objects, those most apt to be known, and ascending, little by little, in steps as it were to knowledge of the most complex; and establishing an order in thought even when the objects had no natural priority one to another.
>
> And . . . to make throughout such complete enumerations and general surveys that I might be sure of leaving nothing out.*

Perhaps, also, you've been wondering why your Greenbook is a 2" ring binder, when neither its original content nor the junk in the Greenbag would account for the need for that much thickness.

Here's the explanation . . .

In following Descartes' strategy, you will soon analyze the several jobs in your target position into component tasks, and in some cases, even further into operations. You will then be able to . . .

- plan your learning needs and seek them out systematically
- capture opportunities to learn easily and cheaply the skills and information that happen to present themselves by sheer luck; for serendipity is a result of readiness
- account for demonstrations of competence in relevant areas while the opportunity remains
- assemble procedural lore in an orderly collection so that it can be retrieved when needed

Within a month or so, you'll probably find that the 2" binder we provided for your Greenbook will overflow. At that point, we suggest that you expand by acquiring a second 2" binder and dividing the contents of your Greenbook into two parts, but preserving the order.

* * * * * *

How Do You Distinguish between a "Task" and an "Operation"?

Is it merely a matter of *size*, or is there something else involved?

True, a TASK is made up of smaller OPERATIONS, but there are additional clues . . .

- TASKS are generally specific to one or a few jobs, while . . .
- OPERATIONS are frequently adaptable to other tasks and jobs.

*Quoted *in passim* from Anscombe & Geach: *Descartes' Philosophical Writings*. N.Y., Thomas Nelson & Sons, 1963. pp. 7-21.

For instance, in doing *his* JOB, a head counselor has the task of

- *listening* to students describe personal problems

while a department chairman's job involves the task of

- *listening* to subordinates give suggestions concerning the allocation of secretarial time among his staff.

The JOBS are different; and they entail divergent TASKS. But they involve a common OPERATION, namely, *listening.*

(We'll have more to say about the topic of listening, later.)

In Task 3, you are going to develop a task list for the first Job Analysis

In Task 3, you are going to develop a task-list for the first Job Analysis you did. One of the few tasks that appear in a number of professional jobs in higher education is that of drawing up task lists.

And so, for your convenience, we've done a brief on the task of drawing up task lists. It's next in your Greenbag. This little paper is entitled:

TASK STUDY: DRAWING UP TASK LISTS

You should read it before undertaking Task 3. (Don't try to file it in the Greenbook, yet.)

TASK 3. Using the first Job Analysis you filled out . . .

Operation 1. List the tasks involved in the job, using one or more of the techniques suggested.

Ignore the column marked "X Ref" for the time being.

Operation 2. Leave the remaining columns blank for now.*

DISCUSSION

Before you go on to the next task—obviously, to complete task lists for the remaining jobs on your list—it will be convenient to get some idea of what's coming up in the next few jobs in the Greenbook Program.

Just as your target position study was analyzed into jobs, your Job Analysis will generate task studies like the one in the pamphlet you read. The one that we provided was a rather specific one that applied to our way of doing things. And yet, we were, in this case, able to provide this information for you.

In many cases, though, the uniqueness of your asperations and personality will you do your own task studies.

As we said before, your professional position will *probably* include task list development; *probably* in several different contexts. And so, in opposition to the general rule, we're going to ask you to assume that this task (writing task lists) will be a task that crops up in more than one of your jobs.

TASK 4.

Operation 1. Open your Greenbook so that the divider for Division 1 (Institutional Service) is facing you on the right and all material for Division 0 is on the left.

Operation 2. Open the rings and place 0.4.1 on the right side.

Operation 3. Pull from Greenbag: 0.4.0. Put it in front of the brief and close the rings on the notebook.

*This is an example of a null-operation. It tells what one does *not* do in the execution of a task.

All task studies, whether they're our product or yours, will be placed into this section when they are tasks common to two or more jobs.

When this happens, write the identification number in the "X Ref" column of the task list on the back of a job analysis.

After this brief excursion into tasks that deal with tasks, let's return to tasks that deal with job analyses!

TASK 5. Develop task lists for each of the remaining jobs in your target position study. Work, first, on jobs in functional categories 1 through 7 in *ascending* order of importance.

Then work on categories 8 and 9. You'll find some discussion and date on the divider of your Greenbook.

OPTION

If you wish to order prepared materials from the Greenbook Catalog (next in the Greenbag) do so now, through your instructor or supervisor.

TASK 6. Review everything you've done so far: your 10-year plan and the material in the Greenbook from front to back.

(Job VI will begin to generate quite a bit of Greenbook content.)

Think over what you've done, so far.

JOB V
Internship

This job will be devoted to the search for, and evaluation of schools in which you might practice the skills needed for your target position. It may be completed concurrently with Job VI.

Some Purplebook users will have little or no choice among schools in which to do their internship; others will. Obviously, where there are alternatives, you will want to pick the best; but even if your internship is a *fait accompli*, you should evaluate the situation that is thrust upon you.

TASK 1.

Operation 1. Extract the Experience Institutions Contact Form (0.2.4) from your Greenbag.

Operation 2. For each institution at which it is possible for you to serve as an intern or to do course projects for: complete one copy of the form on the part above the double line. An instructor may be able to suggest schools and individuals to contact at the experience institution.

Operation 3. Use any order you wish, completing the last digit in the identification at the upper right-hand corner.

Operation 4. File these in your Greenbook, immediately after the Institution Study.

Before making the choice or evaluation, you should specify *how* you are going to make the choice . . .

TASK 2.

Operation 1. Rank the following questions in order of their importance to you . . .

( ) Will the assignment have a salary?

( ) Is it a school *similar* to the one in which I will work?

( ) Will it provide the kind of experience I will need?

( ) Is the job easy to get to?

( ) Will the working hours fit my other school commitments?

( ) Will experience with this institution be impressive on my resume when I'm seeking a job?

( ) Will my service at this school yield a fair, concise, accurate recommendation?

( ) Will my school accept the experience as academically significant?

Operation 2. On a separate sheet of paper, write out other questions of importance to you and rank them within the list above.

Operation 3. Copy the questions in rank order to the form in your Greenbag: Experience Institutions (0.2.3). In the spaces provided, list all the possible schools in which you might serve as an intern or do *practica* for coursework.

Operation 4. For each school, answer each question.

Operation 5. File the worksheet in your Greenbook.

(Some jobs are huge; others aren't very big. Got that?)

JOB VI
Task Study

This Job will generate considerable girth to your Greenbook.

The girth will reflect many of the tasks that you will be performing when you enter your career and take up actual professional duties.

As a preliminary to doing task studies, we shall begin by teaching you how to conduct them systematically. Our paradigm will be one of the few tasks and operations that are really widespread in our profession.

TASK 1. On a piece of notebook paper, make a list, described in . . .

Operation 1. Review each job analysis in your Greenbook. From each job's task list, identify each entry which represents being a member of a committee, department, professional or scholarly society, trade union, or community organization. Also, include such activities as legislative liason and appearing before governmental agencies.

List all such tasks, along with their job and task numbers.

Operation 2. Pull the following from your Greenbag:

0.4.2: Task Analysis: Organization Officers and Members
0.5.1: Operation Analysis: Parliamentary Procedure

Operation 3. Study those materials carefully, but do not attempt to complete the learning processes described.

Operation 4. File all materials in the appropriate places in your Greenbook. Temporarily, file your notes immediately behind 0.5.1. They will be useful in later cross-referencing.

DISCUSSION

You have now had some inkling of the role that task and operational literature will play in your Greenbook. We selected the task list and organizational membership issues as training-grounds because of their widespread utility, not because of the profound nature of their content.

Because task list formulation and membership are tasks of some general usefulness, regardless of your position—and because they crop up in all sorts of jobs, we have led you to storing this literature in the general division of your Greenbook. Not all task and operational literature will be stored in this fashion—only items of general application across your position.

As a rule, tasks and operations that are peculiar to one job will be stored immediately after the job analysis. Thus . . .

Our convention about identification numbering is this:

For Tasks of Widespread Usage–

The division of the Greenbook

The section of Division 0 devoted to tasks (always "4")

An arbitrarily assigned number, probably representing the order in which acquired. (Might be greater than 10.)

For Operations of Widespread Usage–

The division of the Greenbook

The section of Division 0 devoted to operations (always "5")

An arbitrarily assigned number, probably representing the order in which acquired. (Might be greater than 10.)

In the remainder of the Greenbook, identification numbering for tasks and operations whose literature is stored with the associated jobs–

The first digit will be that of the notebook division

The second digit will be that of the job

The third digit will be that of the task

The fourth digit–if an operation–will be that of the operation, itself.

And a word about content-listing, cross-referencing, and relating . . .

As you will appreciate soon, it will be imperative to be able to locate your analyses and literature easily and systematically. Within the main part of your Greenbook, you will be able to locate your functional categories and jobs by use of the indexing. Each job analysis allows for a further breakdown to tasks; and each task analysis, allows for referencing subsidiary operations.

When you find that a particular task is done within two or more jobs, pull it out of the specific section in which it is located and place it in the general division under 0.4. Change its identification and not its removal in the job analysis cross-reference. Similarly, operations.

For the task and operations sections of the general division of your Greenbook, you should maintain a list of analyses at the front of the section.

You have already placed the General Task Studies sheet (0.4.0) in its proper place.

TASK 2. Place the General Operation Studies sheet (0.5.0) at the front of your operations in Division 0.

Your next small task is to *begin* accounting for your learning accomplishments systematically.

TASK 3. Pull the Job Learning List from your Greenbag and enter each job title in your Greenbook. File the list in Division 0.

In our next step, we will ask you to evaluate the importance, required competence, and learning difficulty of each task you have identified. At the moment, we will only be concerned with very gross evaluations; we shall use the numbers 0, 1, and 2 to express these evaluations.

For each task, we have provided for three evaluations to be made.

#	Importance	Required Competence	Learning Difficulty
0	No importance	No special requirement	Already skilled
1	Some	Common sense	Minor
2	Critical	Some degree of technical or professional skill	Moderate to hard

It is not necessary to memorize or split hairs over these distinctions. Just remember that . . . 0 = none; 1 = some; 2 = lots.

TASK 4. Inspect each of the job analyses you have completed and estimate the importance, required competence, and learning difficulty of each task—FROM YOUR VIEWPOINT—by writing "0," "1," or "2" in each column.

Now, here's where the old Greenbook will begin to get fat!

TASK 5. Work your way systematically through each job analysis in your Greenbook. From each task list . . .

- initiate a task analysis sheet for each task (remember, where tasks apply to more than one job, store the task sheet in the general division of your Greenbook, cross-referencing them and noting them on the General Task sheet.

OR

- use stock task literature planning later to doctor them up to suit your own needs and tastes
- for each sheet thus initiated, fill in the name of the analyst; or yourself or a colleague if it's mostly his work

- list the task title, related job, and their identification numbers; also copy from your job analyses, the assessment of importance, required competence, and learning difficulty.
- enter the task identification number and title on the Task Learning List (from the Greenbag)

When you have completed these chores, file your Task Learning List and all Task Analysis sheets.

As you procede, add any further tasks that may occur to you as being part of a job.

DISCUSSION

The remainder of Job VI, and Jobs VII and VIII may be done concurrently. We suggest that you develop your own systematic order to do this, based on the following discussion, as well as your own personal circumstances.

With the two prepared, "stock" task analyses you have already examined, you can see that the worksheets provided are only guides to suggest content—and a convenient bookkeeping format.

In practice, task analyses can vary widely. Some conform closely to the stereotype of "systems" documentation; others can be done in a loose way, following the pattern only in a general way.

And so, with the next task, you will take over a large portion of the control, initiative, and choice in the construction of your Greenbook.

We suggest that under "references" you list two kinds of material: (1) some simple "how-to" lore and (2) some more profound work, which explores principles based on empirical research.

If you happen to be able to rip procedural lore from an old periodical, or make a dry-copy of it (and it isn't too bulky) punch the pages and store it immediately behind your job, task, or operational study materials. This will provide you with a permanent source of quick information. For instance, you may wish to put your "Parliamentary Dial" immediately behind the operation sheet, 0.5.1. If you do this, it may be a good idea to put the identification number on the item inserted.

As to whether or not to list the operations of a task: use your own good judgement and taste. You've made some estimate of the situation already. It may be better to over-learn slightly than to come up short later in trying to get a job.

When you do develop an operations list, keep in mind the desirability of cross-referencing common operations and storing them in the general division of your Greenbook. This will save you considerable time and effort.

When you construct a task learning procedure, you should separate the procedure into three steps:

1. STUDY: what books or articles are to be read; what part of an academic course; which workshop
2. PRACTICE: internship, practicam, or in-service training
3. DEMONSTRATION: means performance or simulation before someone with enough prestige to speak for you. (Self-evaluation is sufficient in many, but not all cases.)

TASK 4. Complete task and operation studies on all components of your proposed entry position.

OPTION

You may now wish to review your current Greenbook Catalog and order additional materials. We'd appreciate your sending along suggestions of task studies to be undertaken for students in your career field.

TASK 5.

Operation 1. Review your Greenbook from one end to the other. Enter all operations to be learned on your Operation Learning List (from the Greenbag).

Operation 2. Pull the Equipment Checkout Pamphlet (0.6.4) from the Greenbag. If you feel that you should use it to account for mastery of professional gear, place it in your Greenbook. (We'll leave the development of this list to you.)

When you have completed the five tasks of Job VI, you will have designed your preprofessional training program. The next job will be to undergo that professional training program systematically.

JOB VII
Proficiency Learning

The whole content of this job will be to learn all the jobs, tasks, and operations you have developed in exploring your target position. We offer you three possible plans, if you can think of another, we'd like to hear about it.

PLAN A

This plan assumes that you have rather extensive control over your situation and that your institutional program is flexible enough to accomodate to your needs.

Plan your task- and operation-learning sequences by writing series of dates on the learning-lists in clusters, representing the mastery of one job at a time. As each job-mastery is attained, sum up the results in the Qualification Accounting section of the associated Job Analysis Sheet.

PLAN B

Follow no preplanned order in attacking your learning-lists. Periodically, review your learning-lists and fill in the "date completed" columns only.

At a later date, you should account for all job mastery at one time.

PLAN C

Each week, review your task- and operation-learning lists, keeping in mind what academic and internship activities you anticipate in the immediate future. As you identify learning opportunities, note the fact in the "date planned" column.

Note requirements to be met on your Institutional Contact sheets (0.2.4) routinely. When you visit, make sure that you clean out the task or operation to be learned and demonstrated.

Once each term, sum up completed job-learning in the Qualification Accounting section of Job Analysis Sheets AND look for tasks and operations that can be mastered during vacation time while doing non-academic activities: i.e., short-term jobs, volunteer service, visits to media suppliers, professional workshops.

AN INVITATION

In the prosecution of Job VII, you will very likely develop job-, task-, or operational-literature or learning procedures that haven't been developed before.

Or perhaps you'll encounter some materials from the *Greenbook Catalog* that you think can be improved upon.

If either case arises, we'd like to see what you've developed. If it fits general needs, and its quality is good enough, we'll give you the credit for its publication. Send final drafts to the address listed in the introduction. (Please send a stamped return envelope.)

All print materials should be typed on 8 1/2" X 11" bond with carbon-type ribbon; drawings should be in india ink. All audio materials should be on monaural cassettes.

Please do not include any copyrighted materials.

JOB VIII
Seeking a Position

In the 1960's, there were over half a million professionals in higher education; and no orderly, nationwide procedure for placing the right man in the right job. And during the time when teachers were in short supply, you'd think that somebody would have been motivated to do something about the problem.

And what progress have we made since then? There are still, only seven conventionally-accepted methods by which people seek academic positions. We'll discuss each, because the effectiveness of each method varies considerably—all have some value; none of them are lead-pipe cinches.

A Helping Hand from Big Brother. In a survey done by Robert Meltzer* it was found that among philosophy teachers, more entry positions were found for graduate students by their professors than were by all other means of acquiring a position. To put it simply, the student became a friend of a teacher and the latter made inquiries about possible openings to all his buddies in other schools!

Besides graduate-school professors, other individuals may take the role of Big Brother: internship supervisors, friendly administrators, professionals in your field. In each case, Big Brother will be someone who has lots of clout in his field and who stands to gain, personally, from your getting a job.

Placement Agencies. Agencies are run by: universities, professional organizations, and commercial offices. They collate your resume and circulate it to selected institutions. Some institutions routinely contact placement agencies whenever a vacancy occurs.

Advertising in Journals. Disciplinary and professional journals frequently carry listings of vacancies and teachers seeking positions.

Circular Letters of Inquiry. A few professional positions are obtained by the job-hunter's mailing his resume, along with a "personalized" cover letter.

Scholarly and Professional Meetings. One route *thought* by many to be an opening to professional positions is attendance at disciplinary meetings and conventions of such organizations as the AAUP. Obviously, mere attendance and sitting in a corner won't accomplish much. Some job-seekers read papers at such meetings; others circulate, making time with the big boys during the cocktail hour.

Publications. One is frequently told in graduate school that publishing an erudite paper in a scholarly journal wins prestige and success. The junior author accomplished this feat, before acquiring his MA. He was not inundated by clamoring demands for his talents!

Internship and Volunteer Service. In recent years, with the advent of teaching internships, prospective employers have had a chance to look closely at their visitors—and in many cases, have asked them to stay and fill vacancies.

This sort of program appears to be the most promising avenue for the present; employers tend to choose job candidates whose qualifications have been observed directly rather than using an indirect, hazardous, pig-in-a-poke method of recruiting.

If your graduate school doesn't have a formal internship program, you could easily set up an informal equivalent. Use your Greenbook as a means of organizing the activity and specifying what you feel you need practice in; then approach a member of the staff of an institution in which you'd like to get experience. Offer selected work in exchange for evaluation, guidance, and a recommendation. (Once in, you can creep up on the job unawares.)

* * * * * *

*Philosophy in the Classroom. University of Kentucky Press, 1955.

Crudely estimated, we'd guess that of the seven approaches outlined above, not one has more than a 10% chance of yielding a job if pursued all by itself.

This entails that if you push all seven for all they're worth, you have a 70% probability of getting an entry position within one year of attaining all of your training goals.

And, at the end of the second year, a 91% probability, if, by that time, you haven't given up in a pique of frustration. (And by that time, your training will have begun to get stale, unless you have kept your oar in.)

A STRATEGY

The following strategy was modeled after the needs of a professional teacher. If your target entry position is other than teaching, you should modify it to fit your needs.

STEP 1. To begin, right away, compile a list of between 30 and 90 schools which all or most of the characteristics you desire in an institution—see your 10-year plan.

You can get quite a start on this task by using a current *World Almanac* and a good U.S. Atlas. Begin a separate note sheet for each school, especially pinning down its mailing address.

Write each school for a catalog.

STEP 2. While waiting for the catalogs to arrive, locate and begin cultivating a Big Brother.

STEP 3. Work consistently toward publishing or reading a scholarly paper, producing an impressive art-object, or invention—the mark of professional competence in your career field, whatever it is. Try to get it public before completing your training program.

STEP 4. Try to find out, in general, what staff positions make the (real) decision on hiring people what are going into your entry position. When you do, review the catalogs you recieve and compile the names and titles of such decision-makers; also, the names and titles of people who hold your target entry position in the schools you have selected. Search *Who's Who* and similar references for data on such people.

STEP 5. Identify means of getting personally exposed to as many of the decision-makers and position-holders as you can; professional meetings, workshops, internship assignments, volunteer work. You won't be able to do this for more than a handful—that's why we started with such a large number.

STEP 6. Before the beginning of your last year in school, write every institution on your list for an application form. Enclose a legal-sized, addressed, stamped envelop. Don't burden them with your resume or a long letter at this point.

As each application is recieved, paper-clip it to the note sheet you've been compiling for that institution.

STEP 7. During the Christmas vacation of your last year,

- get a good identification photograph in enough copies for each application form.
- routinely fill in all known data in each application form (e.g., social security number, address, schooling history to date); attach pictures.
- routinely address mailing envelopes
- re-attach applications along with mailing envelopes to the note sheets.

STEP 8. After the Christmas holidays, contact your school's placement office. Get registered with them and complete all information-forms they require. When you note people who are to send them recommendations, make up a list and double-check their returns. You won't be allowed to see what's been written, but you should make sure that all of their recommendations have been returned.

Begin checking all journals which may carry employment ads; now is the time for you and run ads, if you wish to do so. (The normal hiring season for teachers is in March, but February isn't too soon.)

STEP 9. Develop a resume. Your placement office may be able to help you; there are good books on the subject available. Spend a little extra money getting a clean, professional job of reproduction on your resume.

Complete all application forms and get them into the mail before the end of February.

STEP 10. Arrange your affairs, beginning in mid-March, so that you can answer calls for interviews and visits—at the recruiting school!

* * * * * *

If, by the end of April, you haven't obtained a definite offer, (in writing), you should assume that your chances of immediate employment are slender. By then, most hiring has been done; there will be some last-minute vacancies and there will be some of the less-desirable jobs open.

If you don't have a job by the end of May, you should take anything that pays! But arrange to leave your name all over the place, because some good jobs open up all through summer.

And a bad job is a better stepping stone than no job.

JOB IX
Getting Started in Your Entry Position

If, by this point, you have a contract, please accept our congratulations!

If you'd like to continue in the Greenbook System, you can start, almost immediately. The Greenbook Beta Program will guide you through the process of converting your present Greenbook—prepared for a model professional position—to the actual beginning of your career.

Consult your *Greenbook Abstract and Catalog* for particulars.

APPENDIX I
Styles of Programs at Institutions of Higher Education

AUTHORITARIAN

This style of instruction and administration has been the traditional style of most American colleges and universities during the 19th and early 20th centuries. Its demise began with the return of WWI veterans to the campus, but it's been a long time dying.

The institution is considered to stand *in loco parentis* and the students are led along curricular paths willy-nilly "for their own good."

Almost uniformly, the program becomes centered in the teacher or the administration in its operation. Instruction is typically lecture-method, where the teacher performs as an artist while the students are observers.

as an artist while the students are observers.

(This is not the authors' idea of good preparation for life in a pluralistic democracy.)

* * * * * *

NON-STRUCTURED

This style of instruction and administration minimizes administrative control of the curriculum and leaves the program largely in the hands of students. The students are expected to learn from risk-taking ventures of their minds.

The instructor's role is that of a "facilitator" and companion.

The students may frequently absent themselves from the institution for extended periods of time, investigating subject matter and carrying out projects "in the field."

SYSTEMS

Systems instruction places choices before the student as to goals: then prescribes a procedure or a variety of procedures whereby the student can attain his goals. The detail of the prescription varies with the degree of sophistication the student demonstrates.

The control of a systems-managed institution is divided equally between students and staff; the students generally determine the goals to be sought, while the institution's staff produce the most effective means of attaining them.

APPENDIX II
Operating Objectives and Apparent Behavioral Objectives

Very few institutions of higher learning have a clear-cut, formal statement of what they are trying to accomplish. In many cases, however, they have formulated fairly clear-cut operating principles: i.e., HOW they are attempting to function.

We shall use the term "operating objectives" to designate the latter.

Operating objectives state what kind of facilities the institution intends to run. One example of such a statement appears in the Skagit Valley College catalog.* thus . . .

OBJECTIVES

The prime objective of Skagit Valley College is to offer educational and cultural service to the community. This carries a commitment to offer a variety of educational programs for students and adults of varying abilities, interests, and occupational objectives.

Specifically, the College offers course work and programs in the following broad areas:

a. Lower division preprofessional curriculum for transfer to senior universities, applicable toward the baccalaureate degree.

b. Occupational fields for entry into specific vocations and further training for increasing occupational effectiveness while pursuing a vocation.

c. Developmental education for students who are not prepared to pursue college work or occupational programs.

d. Continuing education for citizens in the community who may desire further preparation in general education, in a vocational field or in an avocational venture. The programs and courses can be varied and modified to meet the needs and demands of the people in the community.

Skagit Valley College seeks to assist each individual to function effectively as a member of a family, a community, a nation, and a world. Through individual counseling, through discussions with faculty advisers, and through class contacts, the staff members seek to make each student aware of his potentialities, his needs, and his basic interests. He is encouraged to choose curricular and extracurricular activities in fields of study and preparticipation which will prepare his for a life work, make him worth more to himself, his family, and the greater community.

* * *

Such a statement, useful for certain purposes, tells what the institution is doing, operationally. However, it doesn't tell what the institution is supposed to accomplish.

In 1973, the Washington Community College District No. 4 (which is virtually identical with Skagit Valley College) adopted a statement of educational policy which describes in general terms, goals toward which the instructional program is supposed to converge.

The statement, which is subject to review and revision periodically, is as follows.

*1971-1972

GENERAL STATEMENT OF POLICY FOR THE EDUCATIONAL PROGRAM IN COMMUNITY COLLEGE DISTRICT NO. 4*

Introduction

The *senior goal* of Community College District No. 4 is to facilitate students' learning (1) so that they can attain realistic goals commensurate with their needs and abilities (2) insofar as the public is willing to support the effort.

The *primary means* for achieving this goal is the District's educational program; all other functions of the District are justified insofar as they support learning.

The *purpose of learning* is to achieve self-realization and self-support with self-respect.

General Statement of Policy

While the result of some learning is intangible, most learning is indicated by a change in the behavior of the learner. Some changes represent new departures for the student; others are simply further refinements and developments of skills, viewpoint, and knowledge.

Within each segment of the student's program of studies, he should progress toward one or more of the following accomplishments:

1. being able to define and solve *problems* on the basis of relevant facts and plausible alternatives. The student should be aware of the relationship between his solutions and social customs;
2. identifying a *pattern of living* he prefers and a means of achieving it;
3. achieving occupational and professional proficiency—
   a. for some students, the completion of their study should provide for securing and maintaining employment. The student should also be prepared to participate in upgrading and retaining to maintain his employability,
   b. for others, the completion of their study should provide satisfactory progress toward goals which may require further training at senior institutions or specialized technical schools;
4. maintaining and improving mental and physical *health*. The student might also identify one or more recreational activity which he can practice throughout his life;
5. interacting with *other people* intellectually, socially, and physically. The student's education should insure that he has requisite communication skills and knowledge to participate in society;
6. accepting *responsibility* for himself: for the pursuit of his own interest and welfare without undue dependence on others; for his actions and inactions and for their effects on other people; and for his obligations to other people.
7. it is desirable that a student be aquainted with his *heritage*. This body of knowledge includes the sciences as well as the humanistic disciplines. The student should:
   a. show evidence that he has *organized* his learning in a pattern consistent with his educational objectives;
   b. *relate* his learning to the conduct of his life;
   c. *respond* knowingly to elements of his heritage;
   d. *seek* out *further learning;*
   e. participate actively in the *development* of his culture.

The "Open Door Policy"

Students should enter appropriate curricula, converging upon the general goals stated above:

*Washington Community College District No. 4: *Policy Manual.*

1. according to their expressed desires and needs;
2. with consideration of their demonstrated mastery of learning skills identified as necessary for success in the program(s);
3. at a level consistent with the student's mastery of the instructional or developmental objectives of the program.

* * *

We use the phrase "apparent behavioral objectives" in those cases where the institution is unable to develop an official list of desired changes of any significance.

Apparent behavioral objectives must be developed by inference from the curriculum requirements and similar sources, and are never completely finished. Such an inference is usually a very insecure kind of induction and never to be trusted, unless an official of the college is willing to sign his name to such a document.

APPENDIX III
Examples of General Descriptions of Jobs

COMMUNITY COLLEGE PRESIDENT

The president is the administrative officer with authority and responsibility for the control and management of the community college in all its operations. . . . From "Presidential Search," issued by the Seattle Community College District, 1971.

COUNSELOR

The counselor provides competent professional services as may be required by students in determining their individual goals and in solving the personal problems which are barriers to their educational process. . . . From "Student Services at Skagit Valley College," which includes job descriptions for all student-service personnel.

PROGRAM MANAGER (SYSTEMS-STYLE)

As program manager, he may or may not hold a title of "chairman" of something or other, but as a one-man department, he must see that the management is done or go mad. He is responsible for the total operation of his program, providing not only managerial functions but instructional and clerical functions, not otherwise manned. His actual working merges management and teaching more completely than the traditional line-organization pattern would allow; for the systems approach draws no fine distinction between teaching and learning—thus some systems guys are hard to classify clearly as "chairman," "instructor," or "student."

OMBUDSMAN

An ombudsman in an academic institution has unique responsibilities: to initiate change and to maintain open communication-channels. He does not initiate actions under these responsibilities on his own; rather, he does so upon complaint from some other member of the academic community, which, in his judgment, may indicate the coming of a breakdown in the system.

The ombudsman's typical responsibility is to the governing body of the institution and the method by which he is chosen for his office is usually a procedure which is deliberately atypical for appointments in that institution.

(The preceding two examples from the scrap-heap under the junior author's desk.)

FACULTY MEMBER, COLLEGE OR UNIVERSITY

Conducts college or university classes for undergraduate students, teaching one or more subjects within a prescribed curriculum. He may also conduct research and scholarship associated with his academic specialty, or perform other related duties.

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This example was paraphrased from the Department of Labor's *Dictionary of Occupational Titles.* Notice that this statement is more like a "position description;" it takes account of a diversity of jobs within one statement.

APPENDIX IV
Examples of Task Lists

COMMUNITY COLLEGE PRESIDENT

Specific Responsibilities

To provide leadership to the faculty and students in the continuous task of improving the services of the college and in accomplishing its aims and objectives.

To provide leadership in the development of college policies by involving faculty, administration, Executive Committee and Board of Trustee members in the formulation of policies.

To carry out the adopted policies of the Board of Trustees with discretionary judgment.

To promote the goodwill of the general public at all times, and to maintain close working relationships between the college and the community it serves.

To see that the goals, services and functions of the college are interpreted to the community.

To plan—with the cooperation of students, faculty, and administration—the development, revisions, extensions, and improvement of the curriculum for submission to the Executive Committee and the Board of Trustees for consideration and adoption.

To keep the Executive Committee and the Board of Trustees informed as to the conditions of the college and the activities and problems of the staff and students.

To insure the practice of equal opportunity of employment for all persons, and to strive to maintain a staff (faculty, classified, administrative) representative of the ethnic and cultural groups in the communities being served.

To make recommendations to the Executive Committee, and to the Board of Trustees regarding changes in personnel and additions to the staff.

To provide for the orientation of new staff members and for the in-service training and professional growth of the faculty.

To work with the college faculty and architect in planning new facilities for the college.

Delegated Responsibilities

To coordinate the work of the various divisions and services of the college and to promote a harmonious working relationship among all members of the college community. This shall include all support services to students and faculty; general maintenance, safety and security; financial accounting.

The foregoing example is drawn from "Presidential Search," *op. cit.* In some cases, the part called "Delegated Responsibilities" is taken from the president and a new post, called "Provost," is created. (Vide *College Management*, May, 1971)

COUNSELOR

Specific Responsibilities

Performs individual vocational, academic, and personal counseling for students.
Recognizes needs for psychiatric treatment.
Administers intelligence, aptitude, and interest tests.
Serves as academic advisor to students on probation.

Program Responsibilities

Acts as counseling specialist in one of the following: financial aids, foreign students, minority students, on- and off-campus employment, housing, volunteer services, occupational planning.

Conducts research and evaluation of counseling program.

Staff Responsibilities

Provides information to instructional staff for the imporvement of instruction.

The foregoing was paraphrased from "Student Services at Skagit Valley College," *op. cit.*

PROGRAM MANAGER (SYSTEMS STYLE)

Planning Tasks

Determining program objectives:
Evaluating the program.
Initiating program improvement.

Organizing of Common Procedures

Operating office and teaching facility.
Acting as liason between the program and other parts of the college; also off-campus.
Working with program advisory board.
Defining program-entry requirements.

Staffing

Determination of manpower needs.
Recruits, trains, supervises: subordinate instructors, interns, student assistants, volunteers.

Financial

Determines program's financial requirements.
Requisitions funds through established channels.
Seeks additional funds through grants, etc.
Maintains financial records for the program.

Logistic

Determines space, equipment, materials needed for program.
Requisitions.
Acquires through other channels in case of administrative failure.
Maintains security.

From the junior author's formal job description. Note that tasks are grouped under five categories typical of managerial task lists.

OMBUDSMAN

Hears complaints regarding the institution or its constituent parts.

Investigates facts, rules, and policies relevant to such complaints.

If the investigation reveals a violation of the rules, the Ombudsman initiates such actions as are necessary to stop official violations.

If the investigation reveals conflicts or inadequacies in the rules and policies, he initiates, through established procedure, such modifications are required to make adjustment.

And if the investigation reveals serious misunderstanding on the part of the complaint, the Ombudsman seeks to educate and reconcile him.

From the junior author's scrap-heap, *op. cit.*

FACULTY MEMBER, COLLEGE OR UNIVERSITY

Prepares and delivers lectures to students.
Compiles bibliographies of specialized materials for outside reading assignments.
Stimulates class discussions.
Compiles, administers, and grades examinations or assigns this work to others.
Also extracted and paraphrased from the DOT, *op. cit.*

APPENDIX V
Functional Categories—Examples

CATEGORY 1: Service and Management Functions for the Total Institution

Major Jobs:

President
Provost
Dean of Instruction
Dean of Faculty
Dean of Students
Librarian
Registrar
Director of Admissions
Director of Extension
Director of Public Relations
Director of Institutional Research
Data Processing Manager
Planning Coordinator
Ombudsman
Director of Student Health
Coordinator on Minority Affairs
Business or Financial Officer
Bookstore Manager

Minor Jobs:

Advisor to Administration on Academic Discipline or Special Teaching Techniques
Assisting the librarian select books in academic field of competence
Practicing professional skills for the total institution
Public-relations activity in behalf of institution
Committee assignments related to the operation of the institution, e.g., Sabbatical Leave Committee,
Advancement Committee, Discipline Committee, but only if policy-making is NOT a committee function
Advisor to student organizations of a general nature

CATEGORY 2: Management and Support of a Particular Instructional Program or Institutional Service Activity

Major Jobs:

Department or Division Chairman
Assistant to Administrative Officer
Facility Manager
Librarian for Special Branch Collection

Minor Jobs:

Minor office supervision
Delegated program responsibilities, e.g., stock inventory, assisting the librarian to select books for program usage, disiplinary club advisor
Program internship supervision
Liason for program
Program evaluation

CATEGORY 3: Teaching

Major Jobs:

Traditional-style College Teacher
System-style Teacher
Non-instructored-style "Facilitator"
Graduate School Professor
Athletic Coach
Remedial Teacher
Drama Instructor-Director

Minor Jobs:

In-service training for professional staff
On-the-job training for subordinate staff
Internship supervisor
Demonstration teacher

CATEGORY 4: Advising or Counseling Students on Academic, Personal, and Vocational Problems and Opportunities

Major Jobs:

Counselor
Career Guidance Specialist
College Psychologist
Minority Counselor

Minor Jobs:

Advising students of a particular academic discipline

CATEGORY 5: Formulating Institutional Objectives and Procedures

Major Jobs:

(In an ideally democratic institution, no officer should have as a major job the formulating of policy authoritatively)

Minor Jobs:

Policy committee member (or officer)
Faculty senate member (or officer)
Locating and collating established policy
Relating program objectives to institutional policy

CATEGORY 6: Disciplinary Practice

Major Jobs:

(When considerable time is explicitly made available from appreciably diminished teaching and administrative duties)
Research scholar
Pure and applied scientific research
Artist in residence

Minor Jobs:

(When minimal time available)
Scholar
Research
Practice of arts
Practice of a technical trade

CATEGORY 7: Public Service in Behalf of the Institution

Whether public service is a major or minor job will depend on the amount of time allocated to the job. "Public service" may refer to activities within the local community or to a larger public: state, national, or international.

In this functional category are included all activities which extend the human and physical resources of the institution to the solution of community problems, to recreational and cultural activities.

Examples . . .

Public lecture series
Clinics and workshops
"Hot-lines"
Discussion groups for the community
Athletic events for the entertainment of the public

CATEGORY 8: Professional Societies

Membership in a professional society is not, strictly speaking, a contractual requirement of institutions of higher education. In many situations, however, it is "expected" and in some cases, released time is allowed key officers of such groups.

It is important to recognize that professional societies represent the role of staff members as "employees of the institution," rather than "officers of the institution" as do such bodies as Faculty Senates.

The most prominent professional societies in American higher education are:

American Association of University Professors
American Federation of Teachers (AFL-CIO)
National Faculty Association of Junior, Community, and Two-Year Colleges
Association of Higher Education

Some of the "jobs" that may occur under this category are:

Member
Local officer
Local committee member
State or national officer or committee member

CATEGORY 9:

"Moonlighting" is not part of one's institutional duties; indeed, it is frowned upon by some institutions while encouraged by others. The difference is twofold: interference with performance of duties and reinforcement of useful professional skills and knowledge.

It is wise for the well-managed professional to account for such activities because of the liability to incur a conflict of interest, as well as the need to relate these activities as closely as possible to normal institutional duties.

Examples of Such Jobs Are:

Writing a textbook
Constructing a learning device
Using some skills as a consultant or part-time worker in industry or commerce
Reviewing books and teaching devices
Producing artistic and literary works for sale
Coaching, where ethically allowable
Live performance in drama and music

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